DOCUMENT RESUME

ED 312 390 CE 053 460

TITLE	Developing Education and Training Provision for the Adult Unemployed. A Checklist. REPLAN.
INSTITUTION	Further Education Unit, London (England).
REPORT NO	ISBN-1-85338-149-7
PUB DATE	89
NOTE	45p.; Document contains colored print. Revision of ED 302 727.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Programs; Adult Students; Check Lists; Education Work Relationship; Foreign Countries; Guidelines; *Job Training; Postsecondary Education; *Program Development; *Program Implementation; *Unemployment
IDENTIFIERS	*Great Britain

ABSTRACT

This checklist, revised by the Further Education Unit from an earlier effort, was developed through a review of 10 case studies in the East Midlands and Wales. It offers a series of pointers for all those involved in the education and training of unemployed adults, providing a framework for program design and delivery. The checklist includes an explanatory introduction with a grid mapping participants' roles against functions. This enables staff and/or learners to select sections of the checklist for their use. The second section includes questions on values and principles, design, promotion, and evaluation. A third section includes questions on implementation, evaluation, and review. A list of contacts completes the guide. (KC)

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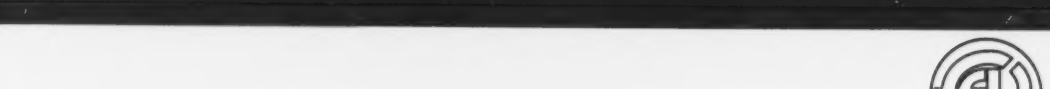

further education unit

developing education and training provision for the adult unemployed

a checklist

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REPLAN

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REPLAN is a programme, funded by the DES and the Welsh Office, to promote the development of education opportunities for the adult unemployed. It aims to help those who provide education by identifying and publicising the most effective ways and means of meeting the educational needs of the unemployed, and by encouraging close collaboration between the various providing agencies.

Further Education Unit

FEU aims to promote, encourage and develop the efficient provision of further education in the United Kingdom by:

- reviewing and evaluating the range of existing curricula and programmes;
- determining priorities and recommending improvements;
- carrying out curriculum studies, development and evaluation;
- disseminating FE curriculum information.

ISBN 1 85338 149 7

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RP 416

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Foreword

This curriculum planning checklist was compiled as an outcome of an FEU REPLAN project (RP416) by Pam Ashley, the Project Officer. It is a revised version of the checklist published in *Adult Unemployment and the Curriculum* (FEU, 1985).

The project was undertaken by the East Midlands Regional Curriculum Base. Ten case studies of programmes of education and training for unemployed adults were selected to evaluate and review the curriculum planning checklist from the earlier publication. These case studies represented a wide range of programmes funded by a variety of agencies including LEAs, the Training Agency, the European Social Fund and REPLAN. The checklist was drawn up in consultation with the case study organisers and as a result of their evaluations.

The checklist is designed for use by all those involved in the policy, planning, design, development and evaluation of any educational programme for unemployed or unwaged adults. Ideally, it should be used as part of a collaborative planning exercise, but it is also suitable for individual use.

The checklist includes an explanatory introduction with a grid mapping participants' roles against functions. This enables staff and/or learners to select sections of the checklist for their use.

The second section includes questions on values and principles, design, promotion and evaluation. A third section includes questions on implementation, evaluation and review.

The checklist should be of use to all those involved in programmes of education and training for the adult unemployed, including those working on Employment Training.

Elizabeth Weightman
Development Officer
Further Education Unit

Acknowledgements

Particular thanks are offered to the following case studies for their contributions:

Basford Hall College of Further Education	—	The Sun Project
Derbyshire colleges	—	Adult Preparation Training
Jobstream Ltd., Mansfield	—	Job Training Scheme
Northamptonshire Adult Education Service	—	The Breakthrough Project
Rushey Mead Language Centre, Leicester	—	Bilingual Childcare Course
Shirebrook, Derbyshire	—	Shirebrook Women's Project
South East Derbyshire College	—	An Access course
South Nottinghamshire College of Further Education	—	Wider Opportunities for Women

Why use the Checklist?

Programmes of education or training cater for a wide range of unemployed and unwaged adults, who all have different needs and goals. At present, such programmes take place in a variety of settings and are funded in many different ways.

A co-ordinated approach to the development and implementation of these programmes is vital if the aims and objectives of both learners and providers are to be compatible.

This Checklist, a revised version of that produced in *Adult Unemployment and the Curriculum* (A G Watts and E G Knasel, FEU, 1985) offers a series of pointers for all those involved in the education and training of unemployed adults. It should provide a useful framework for programme design and delivery.

Who is the Checklist for?

The Checklist is designed to be used by all people involved in the policy, planning, design, development and evaluation of any educational or training programme for unemployed or unwaged adults.

It should be useful for:

- any learners
- any providers
- any institutional setting
- any management system

Those involved will have different roles, some concerned mainly with policy or planning, others with various aspects of implementation. The Checklist is designed to help clarify these roles; it should illustrate the need for an understanding of other people's work in the development and implementation of any programme of education and training for unemployed or unwaged adults.

Using the Checklist

The grid on page (x) contains examples of the likely participants and areas of work involved in the operation of a programme of education or training for unemployed and unwaged adults.

The likely areas of work are listed on the horizontal axis.

Likely participants are listed on the vertical axis.

(If there are additional participants and areas of work in your own programme, write them in the blank spaces.)

All participants should be issued with a blank grid. They should indicate the areas of work which they see as their concern by ticking the appropriate box. It is, of course, likely and desirable that participants will be involved with more than one area of work (for instance, a tutor may wish to be considered as involved in policy as well as more practical curriculum issues).

It is envisaged that this 'ticking of the boxes' will be undertaken as a collaborative activity, so that cross-referencing can take place if several people tick the same box, or if no-one does. Ticking the boxes, if done in isolation, may have the useful effect of raising personal/individual awareness, but this is less useful than a common understanding of the need for interaction, collaboration and consultation in programme planning and delivery.

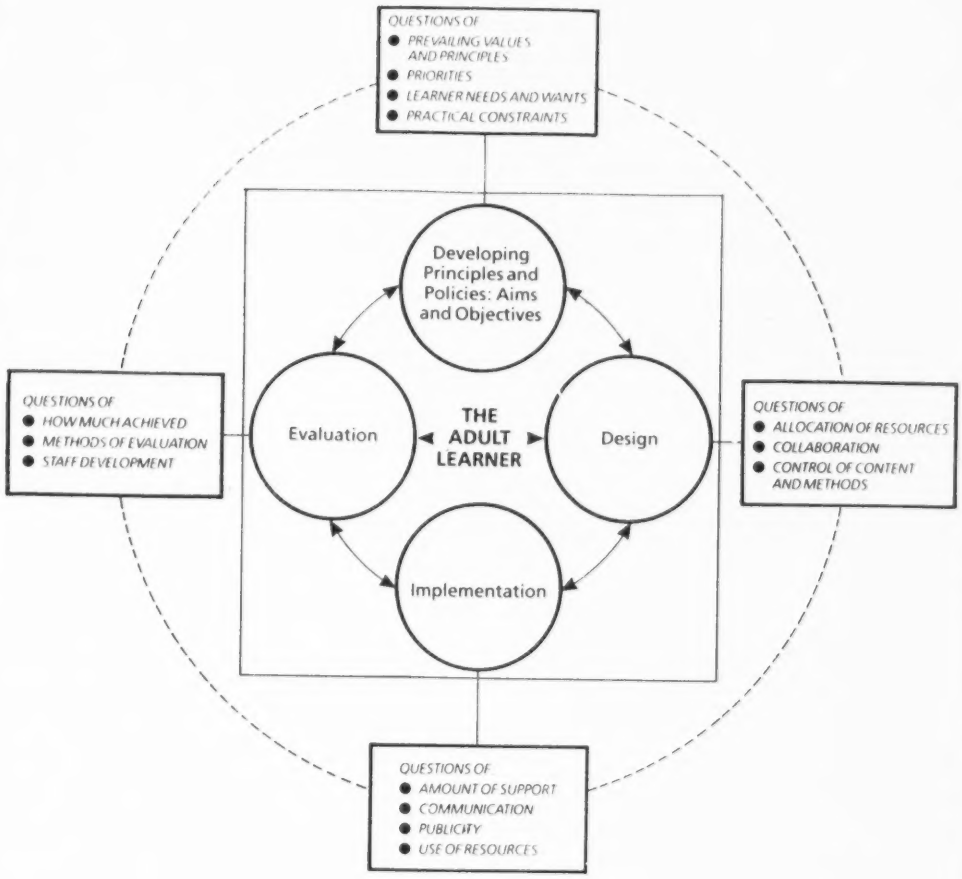
After this exercise, participants should refer to the pages of the Checklist which are relevant to their area of work. These are indicated at the top of the grid.

These Checklist questions should then form the basis of team meetings and discussions. Additional questions can be added where these are relevant to specific programmes.

'Answers' to the Checklist questions should form the basis of team discussion. It may be all right to say 'no' in a particular context.

NB: In keeping with the FEU Systems Model on page (ix), it is envisaged that the learners, or potential learners, should be central to all aspects of programme planning and should be involved in the very early stages of it. They should be empowered throughout, through the processes of negotiating and collaborating, to formulate and implement the learning programme.

A SYSTEMS MODEL



Checklist Page references	Policy	Feasibility Studies	Marketing	Industrial Liaison	Learner Consultation	Publicity	Funding	Content of Programme	Equal Opportunities	Adult Friendly Environment	Staffing	Resources	Rooming		
	2–20	2–3, 5, 9–11, 16–17, 20	2, 3, 6–19, 27, 28–32	2–4, 5, 9, 10, 15, 18–19, 23–25, 27, 30, 32	All	6, 8, 9, 13–17, 22, 23, 28, 30, 32	6, 5, 23, 25	3, 4, 5, 9, 11, 13–14, 22, 24, 25, 27, 32	All	All	4–6, 11, 13–19, 22–31	All	2, 6, 11 13–14, 15, 18–19, 20, 22–24, 26, 29, 30		
Caretaker															
Programme Co-ordinator or Team															
Economic Development Workers															
Economic Development Units															
Employers															
LEA															
Library Staff															
Learners															
Local Agencies															
Reception Staff															
Registrar and Administration															
Regional/National Advisory Bodies															
Regional/National Funding Bodies															
REPLAN Teams															
Principal or Decision-making Body															
Technicians															
Training Agency															
Tutor															

before you start

why

what

who

how

where

WHY DO WE NEED THIS PROGRAMME? *p 2*

WHAT DO WE WANT TO KNOW? *p 3*

WHAT WILL PEOPLE DO ON THE PROGRAMME? *p 4*

WHAT ELSE WILL THE PROGRAMME OFFER? *p 5*

WHAT WILL THE LEARNERS DO AFTERWARDS? *p 7*

WHAT ARE WE GOING TO CALL IT? *p 8*

WHO DO WE NEED TO TALK TO? *p 9*

WHO SAID WE WANTED THIS KIND OF PROGRAMME? *p 10*

WHO ELSE IS DOING THIS KIND OF PROGRAMME? *p 11*

WHO IS THE PROGRAMME FOR? *p 12*

HOW ARE WE GOING TO RUN THE PROGRAMME? *p 13*

HOW ARE WE GOING TO FUND IT? *p 15*

HOW ARE WE GOING TO ADVERTISE IT? *p 16*

HOW ARE WE GOING TO CHECK THAT THE PROGRAMME IS GOOD? *p 18*

WHERE ARE WE GOING TO RUN THE PROGRAMME? *p 20*

AFTER YOU HAVE STARTED—TURN TO PAGE 21.

before you start

why

WHY DO WE NEED THIS PROGRAMME?

Are you part of a community where there are unemployed, under-employed and unwaged adults?

Do you know of, or wish to develop, educational and training facilities in the community?

Do you suspect that there may be people in the community who would welcome the opportunity to become involved in education and training relevant to their needs, whether these are needs for:

- employment;
- coping with being unwaged/unemployed;
- understanding that responsibility for being unemployed may not rest with the individual;
- leisure;
- opportunity creation?

(See *Adult Unemployment and the Curriculum*, page 5)

If so, CONTINUE WITH THE CHECKLIST!

WHAT DO WE WANT TO KNOW?

Do you have a profile of potential learners or groups of learners according to:

- age, gender, race and disability?
- unemployment rate?
- employment opportunities?
- unwaged people in the community?

Do you have a profile of the local community including:

- local community groups?
- local industry/commerce?
- local statutory/voluntary agencies?
- local labour market intelligence?
- other local providers of education and training for adults?
- target group intelligence?
- information from development workers?
- other existing provision?

Is this programme a response to:

- expressed learner needs?
- expressed community needs?
- employment vacancies?
- training opportunities?
- college development plans?

Are there likely to be other things. If so, what?

HAVE YOU CONSIDERED WHAT THIS INFORMATION WILL MEAN IN THE PLANNING OF YOUR PROGRAMME?

before you start

what

WHAT WILL PEOPLE DO ON THE PROGRAMME?

Have you defined the general aims of your programme, relating them to:

- learner profile? (page 3)
- community profile? (page 3)
- information from development workers? (page 3)

Have you decided on the objectives of the programme? Have they been based on a combination of:

- expressed learner needs;
- employment needs;
- the raising of awareness and confidence;
- consultation with all participants?

By what means will the objectives be recorded? Will it involve a combination of:

- study/core skills;
- records of achievement;
- nationally validated accreditation;
- recording of competences;
- a negotiated curriculum;
- flexible or open learning;
- college certification;
- accreditation of prior learning and achievement;
- portfolio?

Have objectives been developed into a detailed course programme? Is there:

- a system for recording?
- a team of staff allocated to the programme?
- built-in liaison with other agencies throughout the programme?
- agreement on final certification?
- planned exit routes in agreement with final certification (if required)?
- planned liaison with all participants?
- an agreed evaluation procedure?
- time allocated to undertake evaluation?
- involvement of all participants in the evaluation?
- a system for recording learner response?
- a means of changing the programme in the light of evaluation?
- consideration of core skills?
- a timetable?

WHAT ELSE WILL THE PROGRAMME OFFER?

A good programme will consist of more than a programme of study.

Have you considered the following in making the programme more accessible to students and more supportive of related needs?

Location

Is the programme accessible in terms of location? For example, can it be based in places close to learners' homes? Is it easily reached by public transport? Can you run your programme in:

- a local community centre already used by learners;
- a pub;
- a library;
- a shop;
- a workplace?

Adult-friendly environment

(see also page 29)

Is the learning place 'owned' by the learners?

Are all staff friendly and supportive?

Can refreshments be purchased easily and cheaply?

Do they reflect learners' diets?

Are free childcare facilities available (with no age bar) which reflect multicultural needs and the ethnic make-up of the community?

Are there counselling facilities?

Are there signposts and information in all the community languages?

Timing

Is there a flexible study pattern?

If not, can/does it still suit expressed learner needs?

before you start

what

WHAT ELSE WILL THE PROGRAMME OFFER?

Finance

Have financial implications for learners been explored?

Have areas for extra support for learners been discussed?

Do staff understand the system for income support?

Staffing

Do staff have experience of redundancy/unemployment/being unwaged?

Are staff understanding of the learners' situation?

WHAT WILL THE LEARNERS DO AFTERWARDS?

Is the programme likely to enable learners to move easily into any of the following:

- employment with training opportunities?
- employment without training opportunities?
- self-employment with further training/support?
- self-employment without further training/support?
- continued access to the existing course?
- infill into a college course?
- entry into further/higher education?
- a programme similar to this one, but offering progression?
- more confident involvement in community issues?
- leisure opportunities?

Will you track students when they have left the programme by:

- visits?
- telephone?
- letter?
- invitation to drop-in?
- other means?

WHAT ARE WE GOING TO CALL IT?

The naming of a programme can have important implications for its success in attracting learners.

Have you chosen a name for your programme?

Does it convey the right message?

Does it:

- convey welcome?
- suggest there will be help with basic/core skills?
- suggest that the programme will reflect each individual learner's needs?
- encourage confidence in the learner?
- suggest that prior experience will be recognised?
- suggest that it will be different from being at school?

Is it expressed in suitable terms?

Is it:

- accompanied by a logo?
- understood in the community?

WHO DO WE NEED TO TALK TO?

Consultation **needs to take place in designing a programme for learning.**

Has there been consultation with:

- potential learners? (see page 3—learner profile)
- community groups? (see page 3—community profile)
- providers of the programme?
- those offering exit routes for learners?
- funding agents? (see page 15)

How will consultation take place? Will you:

- form a steering/advisory group of all participants?
- draw up adult compacts with local employers?
- appoint a liaison/development worker or a team?
- establish regular meetings?

Will the consultation process allow you to:

- adapt the programme?
- change the aims and objectives?
- negotiate new exit routes?
- respond positively to learner needs?

Will you be able to continue consultation:

- during the programme? (see pages 24–25)
- after the programme?

WHO SAID WE WANTED THIS KIND OF PROGRAMME?

See pages 3 and 9.

Check that your programme is developing as a result of a consensus of all participants, as discussed on pages 3 and 9.

If any other individual or group other than those outlined earlier said that the course was wanted, they should be included in all planning stages.

If nobody said that the programme was wanted, you should not go ahead without consultation as outlined earlier.

WHO ELSE IS DOING THIS KIND OF PROGRAMME?

Consultation, as outlined in previous pages, should have resulted in a thorough knowledge of the community's education and training needs, matching them, where appropriate, to the opportunities available.

Consultation should also have indicated all other local provision. Your programme design should therefore address the following points:

- Is there a similar programme locally? What can be learnt from this?
- Will you be duplicating provision?
- Are there enough potential learners for more than one programme to run?
- Is there a means of collaborating between provision?
- Would this result in improved provision?
- If so, how will it take place? Will it involve:
  - consultation with all participants?
  - shared equipment/plant (where appropriate)?
  - shared staffing (where appropriate)?
  - joint activities with learners?
  - similar evaluation mechanisms?

before you start

who

WHO IS THE PROGRAMME FOR?

Unless your objectives and funding commit you to target a particular sub-group, have you agreed on a definition of 'unemployed'?

Does it include:

- older people?
- people with domestic responsibilities (mainly women)?
- people in part-time work who need full-time work?
- people with disabilities?
- people from different ethnic groups?
- people with basic educational needs?

HOW ARE WE GOING TO RUN THE PROGRAMME?

Refer to WHOLE Checklist to answer this.

In summary:

Consultation

Have you consulted all participants?

Collaboration

Have you collaborated with other providers?

Are learners involved at all planning stages?

Negotiation

Will learners be in control of their own learning?

Will learning be done in an adult-friendly environment?

Constraints

Have you considered the implications of possible constraints to all participants (including staff) by the funding process?

Design

Does programme design reflect stated learner needs in terms of:

- programme content? (see pages 3–4)
- learner support? (see pages 5–6)

Evaluation

Have you decided on evaluation procedures for all elements of the programme? (see page 18)

HOW ARE WE GOING TO RUN THE PROGRAMME?

Staffing

Are all staff sympathetic to the educational needs of unemployed adults? Have they had experience of redundancy/being unwaged/unemployed?

HOW ARE WE GOING TO FUND IT?

Will the programme be funded by:

- LEA?
- Training Agency?
- ESF?
- REPLAN?
- Social Services/other statutory sectors?
- voluntary sector?
- local industry/commerce?
- Local/District Council?
- other?
- a combination of these?

If agreed in pre-programme planning, is the funding sufficient to administer costs of:

- support staff?
- teaching staff?
- resources (equipment/materials/rooming)?
- remitted fees?
- travel expenses?
- childcare/financial support for carers?
- adaptation of facilities for people with special needs?
- programme evaluation?
- marketing and publicity?
- INSET funding for staff development (including support staff)?

Will the means by which it is funded:

- alter the programme?
- limit the objectives?
- depend on satisfactory completion of the programme?
- be only temporary?
- require a particular monitoring strategy?
- affect learners' income support?
- offer a grant to support learners?
- offer other financial support?

before you start

how

HOW ARE WE GOING TO ADVERTISE IT?

Have you agreed on a marketing and publicity policy?

Have you chosen publicity appropriate to learners?

If you are seeking to attract a particular sub-group, is publicity targeted appropriately?

Is publicity active in the community? Is it available through:

- advertising on buses?
- local radio (via phone-ins etc.)?
- local, regional and national databases?
- open meetings?
- involvement with community groups?
- market stalls, shops, pubs?
- Health Centres, Community Centres, religious/cultural centres?
- carrier bags, balloons, etc.?

Word of mouth is recognised as the best form of publicity. If a potential learner has heard about the programme by this means, what have you done to make sure that he or she gets correct, friendly information when an enquiry is made? Are the following people able to offer information in response to casual enquiries from potential learners:

- friendly reception staff?
- teaching staff not involved in the course?
- management?
- other learners?
- support staff (technicians, caretakers, crèche workers)?

Is there staff development for this?

Have you agreed on a means of evaluating publicity?

Will you test its effectiveness by a combination of:

- informal talks with learners;
- questionnaires;
- formal evaluation sheets;
- recording responses from each publicity initiative?

HOW ARE WE GOING TO ADVERTISE IT?

How will this information be fed back to the planning team? Will this be done by:

- regular meetings?
- written comments and proposals?
- other?

HOW ARE WE GOING TO CHECK THAT THE PROGRAMME IS GOOD?

Have you devised evaluation strategies for staff and learners before the programme starts?

Learning/teaching strategies

Do you know:

- how all staff will be involved in developing appropriate learning/teaching techniques?
- how learners' expressed needs will be incorporated into that?
- how records of achievement/competence will be developed?
- how syllabuses will be adapted to suit the needs of adult learners?
- how self-assessment will be built into the learning programme?

Access

Do you know whether:

- you have chosen the right location?
- the environment is pleasing to adult learners?
- facilities for the disabled are satisfactory?
- other support facilities (crèche, refectory, etc.) are offering a satisfactory service?
- language support is appropriate?

Support

Do you know whether:

- administrative support is sufficient to deal with all aspects of the course?
- staff have an understanding of the educational needs of unwaged/unemployed adults?
- the timing (day/year) of the programme suits adults' needs?

HOW ARE WE GOING TO CHECK THAT THE PROGRAMME IS GOOD?

Progression

Do you know:

- how to liaise with providers of FHE and training programmes?
- how to liaise with employers to set up work experience/adult compacts?
- how to negotiate qualifications for entry to other FHE programmes?
- how to devise performance indicators for the programme?
- how to make good use of local labour market information?

How will this information work its way back into the programme or future programmes?

before you start

where

WHERE ARE WE GOING TO RUN THE PROGRAMME?

See pages 5–6.

Some programmes will have to take place where there is expensive plant and equipment essential to the objectives of the programme.

If an outreach programme is possible/desirable, follow the guidelines on pages 5–6.

after you have started

what

who

how

WHAT IS BEING LEARNT ON THE PROGRAMME? *p 22*

WHAT ARE THE FINANCIAL IMPLICATIONS FOR LEARNERS? *p 23*

WHAT IF THE PROGRAMME ISN'T RIGHT FOR THE LEARNERS? *p 24*

WHAT WILL HAPPEN IF THE PROGRAMME IS ALTERED? *p 25*

WHAT EXTRA SUPPORT ARE WE OFFERING LEARNERS? *p 26*

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WHO WILL WORK ON THE PROGRAMME? *p 28*

HOW DO WE MAKE SURE THE PROGRAMME IS NOT LIKE BEING 'BACK AT SCHOOL'? *p 29*

HOW WILL WE EVALUATE THE PROGRAMME WITH LEARNERS IN MIND? *p 30*

HOW WILL WE EVALUATE THE PROGRAMME WITH STAFF IN MIND? *p 31*

HOW CAN INFORMATION ON THIS PROGRAMME BE MADE AVAILABLE TO OTHERS? *p 32*

WHAT IS BEING LEARNT ON THE PROGRAMME?

See page 4.

Bearing in mind your aims and objectives, have you drawn up:

- schemes of work for each subject?
- information on exams to be taken (if any), plus entry dates?
- individual training records?
- systems for portfolio learning?
- a means for self-assessment for learners?
- core skills?
- a timetable (with details of rooms on it)?

Has the programme of study been agreed with learners? Do they have:

- information on rooming, maps of college, etc.?
- information on exams (entry dates, costs, times)?
- information on portfolio learning (if appropriate)?
- a personal copy of their training record (if appropriate)?
- easy access to tutors for information on programme content?
- a means of negotiating their programme of study?
- an understanding of how self-assessment will operate in the programme?
- core skills?
- a timetable (with details of rooms on it?)

WHAT ARE THE FINANCIAL IMPLICATIONS FOR LEARNERS?

See page 6 (Finance) and page 15.

What are you offering in the way of financial support (direct or indirect) to learners?

- free childcare facilities (with no age restriction)?
- support in the home for learners who are carers, and who cannot leave home without it?
- refectory facilities offering good value food in keeping with learners' diets?
- travel expenses or access to student travel facilities?
- financial advice on the rules governing income support, particularly where attendance on the course may have an effect on benefits?
- financial advice through liaison with relevant agencies, e.g. CAB, DSS?
- loan system to help support payment of exam fees, materials, etc. (where applicable)?
- financial support for acquiring specialist equipment e.g. overalls, boots, safety glasses?

If not do you know WHY?

Do learners have:

- easy access to this advice?
- knowledge that all advice may be sought in confidence?

after you have started what

WHAT IF THE PROGRAMME ISN'T RIGHT FOR THE LEARNERS?

Do you have a satisfactory system for negotiation on all aspects of the programme? Does this work where learners express criticism of parts of the programme? Now that the programme is in operation, how successful for all participants is the negotiation process?

Who is involved in the negotiation process? Does it include:

- management?
- learners?
- support staff?
- local agencies/employers?
- funding bodies?
- administrative staff?
- co-ordinator/tutor?
- other providers?

How can negotiation take place? Is it:

- flexible?
- accessible?
- available to all participants?
- allowing equal opportunities?
- related to the management structure?
- easily implemented?
- giving control to the learner?

What can be negotiated? Does it include:

- individual training/educational programme?
- access to work experience/shadowing where appropriate?
- access to basic skills/study skills provision?
- equal opportunities issues?
- use of learners' prior experience?
- choice of exit routes?
- access to nationally recognised qualifications?
- access to appropriate certification?
- attendance pattern (e.g. available between school hours, appropriateness to benefit regulation, etc.)?
- open/flexible/workshop-based learning?

WHAT WILL HAPPEN IF THE PROGRAMME IS ALTERED?

Assuming you have a satisfactory procedure for negotiating the programme, can you deal with the changes occurring as a result of negotiation? How far can negotiation take place without fundamental alteration to, or worsening of, the programme?

Are you agreed on:

- what can be made optional?
- what is 'core'?
- what can be done if student numbers make part of the programme unworkable?
- what skills/exams are required for successful completion of the programme?
- a method of recording achievement which has validity if the learner has to leave the programme before its completion?

WHAT EXTRA SUPPORT ARE WE OFFERING LEARNERS?

See pages 5–6 and 20.

Now that the programme is in operation, how successful is the support to learners?

Have learners been able to make good use of:

Learning/ teaching methods
- tutors?
- counsellors?
- library?
- specialist rooms?
- open learning facilities?

Other support

Are learners satisfied with the facilities? Are the following known to be satisfactory:

Adult-friendly environment
- childcare provision?
- adult lounges?
- refectory?
- parking?

Equal opportunities

Have the facilities been successful in attracting:

- people with disabilities?
- older people?
- people from different ethnic groups?
- unwaged women?

WHAT WILL THE LEARNERS DO AFTERWARDS?

Now that the programme is operating, do you know where learners wish to go afterwards? Will they have:

- relevant qualifications?
- greater self-confidence?
- completed records of achievement/portfolio?
- training needs?

Will there be appropriate to:

- further/higher education and training?
- greater community involvement?
- employment/self-employment?
- further training?
- leisure opportunities

Have learners been involved in the negotiation process through:

- regular contact with tutor/programme co-ordinator after the programme?
- formal evaluation work at the end of the programme?
- involvement in the planning of what they will do after the programme?
- discussions in the learning group?

after you have started

who

WHO WILL WORK ON THE PROGRAMME?

See Checklist as a whole.

Are staff experienced in working with unemployed adults?

Have they been given the opportunity to discuss that experience during the planning and implementation process?

Has that experience been used in pre-programme planning and implementation?

Has the usefulness of that experience been evaluated in terms of the programme?

Have staff had experience of being unwaged/unemployed/made redundant?

Has this experience been discussed during all the planning stages?

Has it been used in programme planning?

If it has not, why not?

Does it matter if staff have not had experience of being unwaged/unemployed/made redundant?

Do all staff (including support staff) have access to staff development programmes relating to the education and training of unemployed adults?

Have these programmes dealt with issues of:

- gender?
- race?
- special needs?
- age?

Have they been offered to staff:

- within working hours?
- with INSET funding?

HOW DO WE MAKE SURE THAT THE PROGRAMME ISN'T LIKE BEING BACK AT SCHOOL?

See pages 5–6, 20 and 24.

If learners did not enjoy being at school, have you asked them why?

If learners did enjoy being at school, have you asked them why?

Have you made use of this information in implementing the course?

Have you made sure that:

Study facilities

- study areas have a relaxed and informal atmosphere?
- formal classrooms are made as welcoming as possible?
- seating arrangements avoid learners sitting in rows?

Relationships with staff

- learning takes place as part of an adult-to-adult relationship?
- all staff involved with the programme, including support staff, have participated in a staff development programme on adult learning?
- learners have easy access to staff?
- there are some facilities shared between staff and learners, e.g. refectories, lounges, toilets, car parking?

Adult-friendly environment

➤ refer to pages 5–6, 20 and 24

HOW WILL WE EVALUATE THE PROGRAMME WITH LEARNERS IN MIND?

Have learners been able to evaluate the programme formally in terms of:

Learning/teaching techniques

- appropriateness of aims and objectives?
- formal/informal teaching techniques?
- learner involvement/negotiation/ability to progress?
- involvement with potential employers/work experience?
- good modern equipment/facilities?
- relationship with staff/personal tutor?
- self-assessment of learning?
- negotiated assignment work?

Access

- Did they find out about the programme easily?
- Do you know which method of marketing/publicity was most successful?
- Which aspects of the programme made it most accessible?

Was it:

- easily obtainable information/advice? If so, what was the source?
- flexible structure of programme? If so, what part of it?
- support facilities? If so, which ones?
- help with basic skills/language support? If so, which ones?
- access to employment/work experience? If so, which areas?
- access to relevant nationally accepted qualifications? If so which ones?

Progression

Did the programme suit learner needs in terms of relevance to:

- employment/further training?
- FHE courses?
- competence-based training?
- other identified learner needs?

HOW WILL WE EVALUATE THE PROGRAMME WITH STAFF IN MIND?

Has the programme been satisfactory for all staff involved with it?

Have staff been able to evaluate the programme formally?

Teaching/learning strategies

- Has syllabus been covered?
- Has flexible learning been successful?
- Have students been supported in taking control of their own learning?
- Have theory and practice been integrated?
- Have new approaches to difficult content areas been devised?
- Have study skills been successfully incorporated into the programme?
- Have you been able to incorporate self-assessment into the learning process?
- Have you been able to collaborate with colleagues in programme planning/assessment?

Access/support

- Have you been able to spend time out of the classroom with learners?
- Have you been given enough time to support students' pastoral needs?
- Have you been able to liaise with support staff to develop/improve the programme?
- Have part-time staff been actively involved in decision making?

Progression

- Have you been able to set up work experience/shadowing/adult compacts where appropriate?
- Have you been given time to liaise with other agencies/providers?
- Have you been able to set up satisfactory exit routes for all learners?
- If not, have you been able to avoid the sense of 'failure' by learning?

after you have started

how

HOW CAN INFORMATION ON THIS PROGRAMME BE MADE AVAILABLE TO OTHERS?

Go back to pages 2 and 3. Using the information you gathered before the programme began, plan a strategy of 'cascading' information on the course based on:

1. Community and learner profile.
2. Networks within the community.
3. Results of your evaluation on:
   - programme content
   - access/support
   - progression
   - marketing/publicity

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